

# Writing Secondary Goals for a GIEP

PAGE Conference  
April 14, 2011

Prepared by Cheryl Everett and  
Tanya Morret

## NAGC Standards: Curriculum Planning and Instruction

- ▶ **Demonstrate growth commensurate with aptitude during the school year**
  - Use local, state, and national standards to align and expand curriculum

Prepared by Cheryl Everett and  
Tanya Morret

► **Demonstrate growth commensurate with aptitude during the school year**

- Use local, state, and national standards to align and expand curriculum
- Design and use comprehensive scope and sequence to develop differentiated lesson plans
- Adapt, modify, or replace the core or standard curriculum to meet the needs of gifted students,
- Incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content
- Use a balanced assessment system (pre-assessment, formative assessments)
- Use assessment to pace instruction based on the learning rates of students to accelerate and compact as appropriate
- Use information and technologies to individualize for gifted students

Prepared by Cheryl Everett and  
Tanya Morret

## **NAGC Standards: Curriculum Planning and Instruction**

- **Students with gifts and talents become independent investigators**
- Use critical thinking skills
  - Use creative-thinking strategies
  - Use problem-solving model strategies
  - Use inquiry models

Prepared by Cheryl Everett and  
Tanya Morret

# Goal Setting

- ▶ Step 1 – Review PLEPS
- ▶ Step 2 – Decide if the student needs enrichment, acceleration, or a combination of both
- ▶ Step 3 – Write the goal
- ▶ Step 4 – Break goal down into short term learning outcomes
- ▶ Step 5 – Determine the specially designed instruction

Prepared by Cheryl Everett and  
Tanya Morret

## Step 1 – Present Levels

- ▶ Looking at the student's area(s) of strength answer the following:
  - Where is the student performing right now in regards to the standards (and last year's goal)
  - Has the student met or exceeded the end of year expectations for the content area that is supported by this strength?

Prepared by Cheryl Everett and  
Tanya Morret

## PLEPS for Matt

- ▶ Reinforce the checklist
- ▶ Writing is a strength for Matt the 7<sup>th</sup> grader and we are planning his GIEP for the 8<sup>th</sup> grade year

Prepared by Cheryl Everett and  
Tanya Morret

## Strength in Writing

- ▶ Let's Look at 8<sup>th</sup> Grade End of Level Expectations:
  - Learning Progressions
  - PA Standards
  - Common Core

Prepared by Cheryl Everett and  
Tanya Morret

## Step 2 – Enrichment/Acceleration or Both?

- ▶ Looking at the student's area(s) of strength answer the following:
  - 2. Has the student achieved mastery level of the 8<sup>th</sup> grade writing expectations?
    - How can we tell?
    - Present Levels – look at work samples, match them up next to 8<sup>th</sup> grade exemplars
    - If the answer is yes...Accelerate and look at 9<sup>th</sup> grade expectations
    - If the answer is no...Enrich and fill in the gaps

Prepared by Cheryl Everett and  
Tanya Morret

## Has Matt achieved mastery level of the 8<sup>th</sup> grade writing expectations?

- If the answer is yes...Accelerate and look at 9<sup>th</sup> grade expectations
- If the answer is no...Enrich and fill in the gaps
- Matt needs Acceleration!!

Prepared by Cheryl Everett and  
Tanya Morret

## Step 3 – Write a Goal

- ▶ Looking at the student's area(s) of strength complete the following:
  - 3. Write a goal.
    - Matt has demonstrated that he is already working at an 8<sup>th</sup> grade level of writing. In order to challenge him we need to set higher goals.

Prepared by Cheryl Everett and  
Tanya Morret

## CNBC

- ▶ Condition–Name–Behavior–Criteria

- ▶ Given a topic or an opportunity to choose, Matt will
  - Condition** **Name**
  - Behavior** **Criteria** →
  - Criteria** →
 develop his writing to a proficient or higher level using  
 criteria from the 9<sup>th</sup> and 10<sup>th</sup> grade level standards.

Prepared by Cheryl Everett and  
Tanya Morret

## Step 4 – Break goal down into short term learning outcomes

- ▶ What evidence will he create? (STLO)
- ▶ How will it be evaluated?
- ▶ Who will evaluate it?
- ▶ When will this occur?

Prepared by Cheryl Everett and  
Tanya Morret

## Short Term Learning Outcomes

STL Outcome	Objective Criteria	Assess Procedures	Timelines
1. Write an Argument	Proficient on an established rubric	Student and peer evaluations will be done during the process, with a summative eval. from teacher	On-going but at least once a semester
2. Informative/ Explanatory Texts	Proficient on an established rubric	Student and peer evaluations will be done during the process, with a summative eval. from teacher	On-going but at least once a semester
3. Draw evidence from literary/ informational texts	Proficient on an established rubric	Student and peer evaluations will be done during the process, with a summative eval. from teacher	On-going but at least once a semester

Prepared by Cheryl Everett and  
Tanya Morret

## Step 5 – Determine the specially designed instruction

- ▶ What?
- ▶ When will it start?
- ▶ How often will it occur?
- ▶ Where will it occur?
- ▶ How long will it last?

Prepared by Cheryl Everett and  
Tanya Morret

## Specially Designed Instruction

SDI	Start Date	Frequency	Location	Duration
Direct Instruction in above grade level skills	Start of each classroom assignment	Minimum once a week	In the general education or gifted support classroom	On-going throughout the year
Alternative rubrics	Start of each classroom assignment	Three times per semester	General education classroom	Two to three weeks per assignment
Independent or alternate writing assignment/contract	End of September 2011	Once per marking period	Gifted support classroom	As stipulated in Matt's contract

Prepared by Cheryl Everett and  
Tanya Morret



## Enrichment vs. Acceleration

- ▶ Chapter 16 provides for both
- ▶ Which one or how to combine is best determined by the needs of the student
- ▶ Even enrichment implies a certain level of acceleration

Prepared by Cheryl Everett and  
Tanya Morret

## Step 2 – Enrichment/Acceleration or Both?

- ▶ Looking at the student's area(s) of strength answer the following:
  - 2. Has the student achieved mastery level of the 8<sup>th</sup> grade writing expectations?
    - What if Matt had not mastered 8<sup>th</sup> grade level expectations?

Prepared by Cheryl Everett and  
Tanya Morret

# CNBC

## ► Condition–Name–Behavior–Criteria

- Condition Name  
 ► Given an opportunity to choose a topic, Matt will  
 Behavior Criteria →  
 enrich and expand his writing to a proficient or higher level  
 Criteria →  
 using criteria from the 8<sup>th</sup> grade level standards or as  
 Criteria →  
 pre-determined on a learning contract.

Prepared by Cheryl Everett and  
Tanya Morret

## Short Term Learning Outcomes

STL Outcome	Objective Criteria	Assess Procedures	Timelines
1. Write an editorial	Proficient on PSSA persuasive writing rubric	Student and peer evaluations will be done during the process, with a summative eval. from teacher	Length of a learning contract
2. Create a piece of writing to be published.	Proficient on PSSA persuasive writing rubric or according to contest guidelines	Student and peer evaluations will be done during the process, with a summative eval. from teacher	Contract will be re-evaluated regularly (minimum of once a month) to maintain progress

Prepared by Cheryl Everett and  
Tanya Morret

## Specially Designed Instruction

SDI	Start Date	Frequency	Location	Duration
Enrichment in content area of writing	Within three weeks of start of school year	As often as student demonstrates understanding of grade level concepts in pre-assessment	General education classroom, library, and/or gifted support classroom as available	While teacher is providing direct instruction of grade level concepts to the rest of the class during the 11-12 school year
Independent or alternate writing assignment/contract	Within three weeks of the start of the year	Once per marking period	Gifted support classroom	As stipulated in Matt's contract

Prepared by Cheryl Everett and  
Tanya Morret

## Thanks for your attention.

▸ Questions or concerns???????

▸ Contact information

Cheryl Everett

Chester County Intermediate Unit

[cheryle@cciu.org](mailto:cheryle@cciu.org)

Tanya Morret

Capital Area Intermediate Unit

[tmorret@caiu.org](mailto:tmorret@caiu.org)

## Your turn!!

- ▶ Step 1 – Review PLEPS
- ▶ Step 2 – Decide if the student needs enrichment, acceleration, or a combination of both
- ▶ Step 3 – Write the goal
- ▶ Step 4 – Break goal down into short term learning outcomes
- ▶ Step 5 – Determine the specially designed instruction

Prepared by Cheryl Everett and  
Tanya Morret